



Application

147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

154605 - Riceville CSD Teacher Leadership Compensation Plan

Teacher Leadership and Compensation System

Status:	Under Review
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Program Area of Interest	Teacher Leadership and Compensation System		
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Agency	Administrative Services, Iowa Department of		

Organization Information

Organization Name:	Riceville Community School District
Organization Type:	K-12 Education
DUNS:	09-479-3890

Organization Website:

www.riceville.k12.ia.us

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Riceville Community School

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Benefactor

Vendor Number

Cover Sheet-General Information

Authorized Official

Name

Cory Schumann

Title

Principal

Organization

Riceville Community School District

If you are an individual, please provide your First and Last Name.

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Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name

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E-Mail	cschumann@riceville.k12.ia.us
County(ies) Participating, Involved, or Affected by this Proposal	Howard County, Mitchell County
Congressional District(s) Involved or Affected by this Proposal	1st - Rep. Rod Blum (R)
<i>Congressional Map</i>	
Iowa Senate District(s) Involved or Affected by this Proposal	26
<i>District Map</i>	
Iowa House District(s) Involved or Affected by this Proposal	51
<i>District Map</i>	

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons.

Yes

If YES, describe the positive impact expected from this project

Allow teachers to gain the tools to address students with unique learning abilities

Indicate the group(s) positively impacted.

Women, Person/s with a Disability, Blacks, Latinos

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons.

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.

Yes

Name of Person Submitting Certification.

Cory Schumann

Title of Person Submitting Certification

K-12 Principal

Recipient Information

District	Riceville Community School District
<i>Use the drop-down menu to select the district name.</i>	
County-District Number	52-3141
<i>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</i>	
Honorific	Dr.
Name of Superintendent	Steve Nicholson
Telephone Number	641-985-2288
E-mail Address	snicholson@riceville.k12.ia.us
Street Address	912 Woodland Ave
City	Riceville
State	Iowa
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Zip Code	50466

TLC Application Contact

Honorific	Mr.
Name of TLC Contact	Cory Schumann
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E-mail Address	cschumann@riceville.k12.ia.us
Street Address	912 Woodland Ave
City	Riceville
State	Iowa
<i>Use the drop-down menu to select the state.</i>	
Zip Code	50466

Demographic Profile

October 2014 Certified Enrollment	332
October 2014 Free/ Reduced Lunch %	28
AEA Number	1
Please select the TLC model number that most closely resembles your district plan.	
TLC Model Number	Model 3 Comparable Plan

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Riceville Community School District's (RCSD) Teacher Leadership & Compensation (TLC) Program is designed to enhance the education system for our students. With a district enrollment of under 350 students, RCSD has had to endure declining enrollment while still maintaining a challenging and engaging learning environment.

Due to our declining enrollment the teacher staff has declined by almost 2/5 in the past decade down to having 33 certified employees K-12.

RCSD's vision for the TLC is to provide a learning environment that is alluring and engaging to teachers and therefore making the learning environment alluring and engaging to students.

Plan Goals

- Improve student achievement for all student
- Increase teacher salary to the state minimum for beginning teachers and close the gap of salaries of neighboring districts
- Retain and nurture growth for teachers
- Allow teachers to work collaboratively
- Allow the most effective teachers opportunities for leadership in the district
- Provide teachers compensation for leadership roles.

The TLC grant, we believe, will allow our district to establish itself as a alluring opportunity for teachers to begin and continue their professional career. It will allow us to attract promising new teachers by offering a competitive salary and a professional support that will allow for new professionals the opportunity to refine and perfect their professional pedagogy. We view the TLC grant as an opportunity to give teachers and new teachers opportunities to build on their expertise and then be put into positions to refine those skills and teach/demonstrate those skills to others.

Retain effective teachers by promoting career opportunities: The TLC plan would allow us to retain our most effective teachers by providing leadership opportunities outside of their own classroom. Approximately 15% of our staff will have leadership roles which includes model, mentor, and lead teachers. Teachers in leadership roles will enhance their opportunities while sharing expertise with colleagues. This is a key component to create and support the current environment.

Promote collaboration by creating and supporting opportunities for teachers in the district. Riceville CSD is continuing to develop a culture of collaboration amongst all staff. We have utilized staff throughout the building and used their expertise in areas of Technology, ELL, Title 1, Financial Literacy, etc. to enhance instruction for all teachers. The TLC grant would afford us the opportunity to focus on 3-5 professional development opportunities per year and utilize teachers that have knowledge in those roles to share their expertise with colleagues and in return compensate those individuals for taking on the additional roles.

Enhance instruction to enhance student achievement. Riceville CSD engages in and encourages that staff have equal collaboration and encourages professionals engage in actively sharing success pedagogy in the classroom. Our TLC plan will enhance our initiatives in K-12 literacy, MTSS, and implementation and alignment of the Iowa Core.

The TLC is developed with the interests and needs of our students and stakeholders as the primary beneficiaries of its implementation and application in our district.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 Comparable Plan

Narrative

Using Part 1 application narrative from previous application?

Yes

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Use of planning time:

Our initial introduction to the planning process began with presentations at Keystone AEA.

At these meetings, the principal:

- gathered information and identified stakeholders
- learned about the planning process and timelines
- reviewed and analyzed data
- reviewed teacher leadership roles
- selected and applied criteria for an effective program
- crafted goals
- aligned our plan to the Iowa Professional Development Model (IPDM).

in 2014, we met as a District Leadership Team (DLT) on bi-weekly for a trimester to review current TLC plans that had been approved to stimulate ideas of how we would want to develop our own plan.

The second trimester the DLT, identified and listed goals that we believed would be beneficial for our district. We started the initial design of the plan identifying areas that would benefit RCSD by promoting and developing the current strengths of our district. We surveyed mentees, mentors, teaching staff, administration, and school board members; then

evaluated responses. We informed stakeholders and asked them to review the plan and give comments and suggestions and used that information to review and adjust the plan.

The plan was discussed and given the approval of our school board. The principal attended numerous AEA sessions as well as collaborating with AEA professionals on guidance on the development of the plan. Over 150 hours have been devoted to writing and developing the plan.

Stakeholders engagement:

Stakeholder Engagement and Contributions:

The stakeholder group consists of, variety of individuals, including:

- District Leadership Team
- 2 Administrators
- School Board
- 5 community members
- School Improvement Advisory Committee (including students)

Throughout the process we:

- Held discussions with staff
- Community forums
- Conducted surveys

Identified area of concern is that teachers often feel they are not directly involved in the development of Professional Development. The district will develop a rotating Professional Development team that is tasked with designing the PD for the school year, currently administration identifies the PD for the year. Members of this team will include, at a minimum, 1 elementary teacher, 1 MS/HS teacher, and the K-12 Principal. A focus will be put in creating avenues for teachers to collaborate peers

TLC has not reached consensus in the building.

Stakeholder support and commitment:

The collective soul of the stakeholders contributed to the final plan. A presentation describing the TLC plan was presented to

school board members, administration, and teachers on separate occasions. The planning team surveyed stakeholders on the

TLC plan:

- 5 out of 5 school board members responded: 100% support
- 2 out of 2 administrators responded: 100% support
- 33 of 33 teachers responded: 48% support (16), 36% disagreed (12), 18% unsure (5)

Current mentor/mentee program is in need of support. All mentors expressed the need for more specific guidelines in the mentoring program. 100% of the mentors felt the TLC plan would improve our present program. The benefits would allow more time for mentor/mentee collaboration. The grant allows our district to initiate change in these areas. Throughout the planning process, our team continually sought the support of our stakeholders and used that feedback to revise the plan.

Narrative

Using Part 2 application narrative from previous submission? **Yes**

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

RCSD vision is to provide avenue's for teachers to perfect and model their pedagogy. Working with colleagues in and collaborative and challenging environment to increase student success and achievement.

The goals for our plan are:

Retain and reward effective teachers

- Promote staff collaboration
- Offer competitive salary
- Allow teachers the opportunity to collaborate and instruct
- Provide compensation for teachers in leadership roles.

We reviewed our district goals and noted that our Iowa Assessment and ACT scores are at or below the state average and have identified this as an area in need of improvement for our district. Increasing the student achievement for our students is a tip priority and the TLC Grant would allow increased student achievement by allowing Lead Teachers and Model teachers to work collaboratively with staff to model highly effect, research based teaching strategies for the classroom. Ultimately leading to increased student achievement.

The TLC grant would allow us:

1. Work collaboratively to review Iowa Assessment scores
2. Utilize homework camp to increase student achievement
3. Increase focus on 21st Century Skills
4. Increase diverse class offering and college-level opportunities

The foundation of the TLC grant would support the existing District and Building Goals

- Increase student achievement in reading comprehension
- Increase student achievement in math comprehension
- Increase student achievement in science
- All students will use technology effectively and in accordance with 21st Century Skills

Continuing to offer academic opportunities as a small district is foundation believe of the district. The RCSD School Board has made it clear that we are to do everything in our power to remain a K-12 district. Including opportunities for college-level classes, special educational programming and the possible expansion to a state aligned pre-school program that the district does not currently have.

Continue the academic variety necessary to thrive as a small school, including college-level courses, special needs The TLC Grant would all the district to structure roles for Teacher Leaders, Mentor Teachers, and Model Teachers by allowing the district to establish criteria that teacher could apply for the identified leadership roles. In additional, these roles would benefit from having the opportunity to work collaboratively with all staff in the implementation of highly effecting teaching strategies that will increase student engagement and student achievement.

We want to offer a competitive salary to teacher to retain and reward effective teachers. We have difficulty in attracting teachers to our district due to our geographical location and it is further hindered that our starting salary is \$3,000-\$10,000 less than our neighboring districts. Currently our district is unable to meet the state minimum salary for new teachers and the TLC grant would allow us the opportunity to bring that starting salary up to a more competitive level with out neighboring district and make potential candidate more likely to consider Riceville CSD to be the school they begin and continue their professional career.

Additionally, we could offer additional compensation for teachers as they continue to progress on the salary schedule for our district. In speaking with teachers that have left our district in the past 3 years, 100% of them report that salary has been a key determining factor in their decision to leave our district and pursue a job in a different district or to leave the profession completely.

Next, we want the all effective teachers opportunities to work with and share their expertise in collaboration with their peers. Teachers, by necessity often have 5-6 preps in a 7 period day, which leads to barriers in the opportunities for collaboration. The TLC grant would allow for extended time outside of the student's day for teachers to work collaboratively and not impede on currently scheduled professional development time.

Finally, we want teachers to take a more active role in Homework camp. School policy put into effect in 2014 made it mandatory for students to stay after school work to get assistance with homework and assignments. Currently the teachers supervising this area is often limited to 3-4 of the same staff members donating their time. TLC grant would allow us to expand to being compensated time for supervisors, and also expand it to supervising teacher being a

teacher in the subject area that a student is reporting for homework camp.

Area's that we believe would see benefit

- Increased Iowa Assessment scores
- Increase ACT College Readiness Indicators
- MAP score growth from Fall to Spring
- Decrease in student identified on the 3 Week Watch List

TLC Grant would benefit the entire district in addition to the specific items listed above.

Using Part 3 application narrative from previous submission? Yes

Part 3 - Describe how the TLC plan will connect to, support and strengthen the districts key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

RCSD has to continue to define what its Professional Learning Communities (PLCs) objectives and how they will continue to serve the needs of our students. Current PLCs that meet at least monthly include, District Leadership Team (DLT) Problem Solving (MTSS) broken down K-2, 3-6, & 7-12, At Risk, School Improvement Advisory Committee, Building & Grounds, Culture & Climate. Our teacher leaders will participate in each of these existing structures to improve communication and collaboration between members. These structures will support our district's initiatives: Mentoring and coaching:

We believe we need to improve the overall mentoring program. Currently the mentoring program is limited by the limited amount of time available for mentors & mentees to collaborate. The district often has difficulty in getting adequate coverage for mentor/mentee collaboration and often relies on building personnel to cover so collaboration can occur. The TLC grant would allow the lead teacher to have the flexibility to be readily available and create opportunities for collaboration time with their mentee. In addition, the lead teacher would also take on a Curriculum Consultant role to further assist all teachers and all students with researching engaging curriculum for K-6 & 7-12 area's.

Iowa Core Implementation

Teachers in the classroom on a daily basis have an understanding which standards are, and are not being met, and what it will take to make the necessary changes to meet all standards of the Iowa Core. The teacher leaders will be role models for implementing the Iowa Core and take an active part in participating in PLCs to make sure that the PLCs are connecting and implementing the school's improvement plan to all facets of Iowa Core. We have used the I-CAT to identify gaps and overlaps in our curriculum. Teacher leaders will continue to collect school-wide data to assist teachers in tailoring their teaching to meet Iowa Core standards and have a more direct impact on individual student achievement.

Multi-Tiered Systems of Supports

The TLC plan will provide teacher leaders time to become part of a data team. This team will organize and analyze data from Iowa Assessments and MAP testing, work with PLCs to establish individualized student goals based on the data, and select strategies to implement to improve student achievement. The teacher leaders in the data team will monitor and evaluate the results of the implementation of the strategies to determine effectiveness.

Teacher will continue to have the active role in the curricular decisions in their classroom, but it will be done in collaboration with the lead teacher to verify that instructional strategies and curriculum are the best practice for our district and that their desired result is achieved.

The strength of our TLC plan lies in the fact that teachers will have an active role in the decision-making process. Classroom teachers will have an immediate impact on improving student achievement, through summative assessments and also through formative assessments which will directly improve student achievement.

Using Part 4 application narrative from previous submission? Yes

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Our district starting salary is not competitive with neighboring districts and is below the state minimum. The District would use approximately \$33,000 of TLC money to raise the minimum salary of beginning teachers. This money would allow the district to raise beginning teacher to the state of Iowa minimum thresholds of \$28,000, \$29,000, \$30,000 for 1st, 2nd, and 3rd year teachers.

The TLC grant would help to address the concern with the current mentoring program in place in the district.

Current Mentoring Plan

Currently mentor/model teachers and beginning educators are trained through the AEA in the Journey to Excellence program. Journey to Excellence is the Iowa Mentoring and Induction Model provided to our district by our Area Education Association. The Journey to Excellence program guides the Model/Mentor teacher and the Mentee throughout the first 2 years of the new teachers' career. The content is focused on assessing needs, providing learning projects that assist in planning, implementing learning from Journey to Excellence in the classroom and professional work, and evaluating the progress on the learning projects with the ability to revisit the project the following year. Due to the small number of staff in our district, a heavy burden falls on the district when new teachers & mentors are out of the building throughout the school year attending workshops through the AEA. At times 20% of our staff could be out of the building attending the Mentor Induction program.

Potential new mentoring

Riceville CSD currently has 5 teachers that are in the mentoring program and we anticipate in the next 5 years that we will have 1-2 additional teachers that will be entering the mentoring program due to current staff retirements.

Mentor Selection

Mentors are chosen based on:

- Teaching for at least 5 years
- In district for at least 1 year
- Display high level of knowledge in differentiated instruction

TLC Impact on Mentoring and Induction

The TLC grant would allow the district to designate specific teachers to be assigned to new staff as they are hired. They would receive Journey to Excellence training from our AEA. Twice a year, both Model/Mentor teachers and mentee teachers would attend Journey to Excellence training the AEA. Model/Mentor Teachers would attend 1 additional meeting during the school year. Ideally, one Mentor would have no more than two mentee teachers at any time. The district would identify a mentor teachers for Elementary School, Middle School, and High School. New teachers to the district would benefit from the mentor teacher in a variety of ways. The mentor teacher would be a resource easily available to the new teacher to assist with general day to day inquiries dealing with district policy & procedures. New teachers would be allowed time to work collaboratively with their mentor teacher on a variety of school required items throughout the school year, lesson plan, classroom webpage, teacher portfolio, teacher evaluation preparation, Parent-Teacher Conference preparation, grading, classroom routine, and classroom discipline practices.

The TLC grant would help to ease the load that new teachers often feel when they start teaching in our district. The Model/Mentor teacher will meet with their mentee weekly to review current practices and current concerns in the classroom

Many teachers have 4-7 preps everyday and new teachers can become overwhelmed with the amount of preparation that is required. As a new teacher in a small district the heavy load of the class preps in conjunction with being new to the profession makes it easy for new teachers to become overwhelmed. The Model/Mentor teacher would help to coach the teacher on how to overcome and meet that initial burden. Model/Mentor teachers will assist mentee teachers with classroom preparation, understanding district policy, understanding professional duties for the district (grades, ineligibility, curriculum alignment, etc.), and Parent-Teacher Conference preparation assistance.

Mentoring Requirements

The expectation would be that the mentor and new teachers would meet before & after school weekly to plan & prepare the new teachers for educating students effectively and efficiently. The district will identify a 3 mentor/model teachers for grades K-6 and 3 mentor/model teachers for 7-12. Each mentor/model teacher would be assigned no more than 2 beginning educators at a time.

Narrative

Using Part 5 application narrative from previous submission? **Yes**

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Currently RCSD leadership structure consists of a K-12 principal, who also serves as director of special education, Title I and curriculum, and as the Technology Coordinator, and a part-time superintendent. RCSD has created a plan for teacher leadership positions to work collaboratively with existing administrative leaders in the district by adding 2 leadership roles:, 2 Lead Teachers, and 6 Mentor/Model Teacher.

Teacher Leaders Roles and Responsibilities

Lead Teachers will:

- Oversee Mentor/Model-Mentee teacher assignment and make sure those teachers are attending AEA workshops, including new teacher orientation, and collaboration with the mentor and model teachers.
- Spend additional time working on and designing Professional Development for the district.
- Evaluate the progress to date and make needed adjustments for the remaining year.
- Act as a consultant in areas of curriculum.
- Research best practices and pedagogy with classroom teachers to make recommendations for curricular changes and improvements.
- Actively consult with administration in the development of PD in response to teacher, classroom, & district needs.
- Coordinate, schedule, and plan PLC's meetings.
- Identify curriculum needs.

Mentor/Model Teacher will:

- Arrange peer observations for mentee's, 1 per Trimester.
- Serve on one or more PLC's.
- Go through the mentoring training offered by Keystone AEA.
- Initiate PROT- Peer Review of Training
- Spend additional time working on developing Professional Development with the Lead Teacher.
- Act as a consultant in areas of curriculum.
- Will research best practices and pedagogy with classroom teachers to make recommendations for curricular changes and improvements.

Teacher Roles	Additional Days	Teaching Assignment	Length of Assignment	Performance Review	Stipend
Lead	40 Additional Days (Time will be dispersed on a weekly basis with an hour added to contracted hours on 4 days each week. The rest of the days will be added to the beginning and/or end of the school year.)	100% Classroom with additional 40 days added to contract.	2 years with application process for up to 4 additional years.	Annually by Administrator with staff input.	\$13,000 per position, 2 positions

Mentor/Model	20 Additional Days (Time will be dispersed on a weekly basis with an hour added to contracted hours on 4 days each week. The rest of the days will be added to the beginning and/or end of the school year.)	100% in Classroom 2 years- with 20 additional days	may apply multiple times with consideration of addition of beginning educators.	Annually by Administrator with staff input.	\$6,500 per position, 6 positions
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Teacher Leaders Impact Instruction and Student Learning

The Lead Teacher role will oversee the entirety of the TLC process. The Lead Teacher's role will work collaboratively with administration to oversee the successful implementation of TLC. The Lead Teacher will oversee all areas, including but not limited to, Iowa Core Implementation, PROT process, Mentoring and Induction program, Curriculum & Curriculum Design, and Professional Development Design. The Lead Teacher's will have the responsibility, with administration support, for ensuring the TLC grant is executed throughout the district. Two days prior to the start of the school year, the Lead Teacher will meet with the Mentor/ Model teachers and plan Professional Development, implementation of the PROT process, and create a schedule to address Curriculum Design and Iowa Core Implementation with details such as substitutes, training, and collaboration. Each Lead Teacher will have 1 hour added to contract day- 4 days a week, to enable them to use their prep time to get into other teachers' classrooms for observation, collaboration, and support. Planning days (2 days) will be added into the school year by hiring a substitute teacher to cover the Lead Teacher's classroom.

Mentor/Model teachers will primarily be in their own classroom. 1 time each trimester, the model teacher will work with 4-5 teachers on staff (not in any of the defined roles) to observe a teacher's classroom for an hour each trimester and within 3 days, visit with the teacher about the practices going on in their classroom. The model teacher will make recommendations that will enhance instruction in the classroom that will lead to increased student achievement. Mentor/Model teachers will model specific instructional strategies and then observe the implementation of those strategies in the collaborating teacher's classroom.

When the model teacher meets post-observation, this will happen outside of student contact hours but within the contracted day.

Mentor/Model teachers will work with their assigned mentee teacher. They will receive their assignment from the lead teacher at the beginning of the school year. Mentor/Model teachers will work with their assigned teacher weekly to help new teachers in classroom preparation including, but not limited to, lesson plans, curriculum design, Iowa Core Alignment, classroom policy and management strategies. Mentor teachers and their mentee teacher will attend 2 school board meetings each year to further understanding about the policy decision process for the district.

Mentor/Model teachers will have 1 hour added to contract day- 2 days a week.

Model/Mentor and Lead Teachers will serve on the Professional Development team and work collaboratively to design professional development for the district. Planning days (2 days) will be added into the school year by hiring a substitute teacher to cover the Lead Teacher's classroom.

Collaboration

Lead Teacher's, Model/Mentor Teachers, and School Administrators will meet at the beginning of the school year, prior to all staff reporting to review the Professional Development plan for the year. The assignment of teachers for Peer Review of Teaching (PROT) will be determined and any new teachers needing enrollment into the Mentoring Program will be assigned a mentor and the mentee teachers will be contacted and an initial meeting time with their mentor will be scheduled.

During the school year, the Lead Teachers, Model/Mentor Teachers, and School Administrators will meet each trimester to review the progress of professional development and evaluate the mentoring program and PROT for the

current year. Any modifications and additions to the current plan will be discussed and implemented.

At the conclusion of the school year, the Lead Teachers, Model/Mentor Teachers, and School Administrators will collaborate to review the progress of professional development and evaluate the mentoring program and PROT for the current year.

At the conclusion of the school year, the Lead Teacher's and Model/Mentor Teachers roles will be reviewed by the Teacher Leadership Team and administration. Data from the Teacher Leadership Team will be collected from all school staff. This data will be used as an evaluation of the entire program as well as individual job performance.

Teacher Leadership Team Collaboration

Lead Teachers and Model/Mentor Teachers will meet prior to the start of the school year to develop a professional development plan for the current school year. Lead Teachers will be responsible for making recommendations to School Administration about the focus of Professional Development for the year. (Iowa Core Alignment, Technology Integration, PLC Review, etc.). Their plan will include how the school calendar will utilize the 12:40pm dismissal days and full scheduled days for professional development. This may include, bringing in outside resources from AEA, topic experts, or train the trainer models. 3-5 days prior to the school year will be allocated for the Teacher Leadership Team to complete the plan.

The Teacher Leadership Team will meet with school administrators and go over the plan and final approval for the plan will be given by administration. The Teacher Leadership will contact any 3rd party vendors and schedule their time for the school year.

During the school year Lead Teachers and Model/Mentor Teachers will meet with assigned staff once each semester during the school day to conduct the PROT. The PROT is a checklist of best practice teaching strategies and the Teacher Leadership Team will look for these best practices being used in the classroom. As a part of the PROT, the Teacher Leadership Team will meet with their assigned staff within 3 days of the observation to review their observation and make recommendations to staff of how to implement best practices in the classroom. All documentation will be turned in to school administration to keep on file that will be use as part of the teacher's evaluation.

Using Part 6 application narrative from previous submission? Yes

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

- a) Prior demonstrated measures of effectiveness.
- b) Prior demonstrated professional growth.

The Teacher Leadership Compensation (TLC) plan states that the Riceville Community School District (RCSD) will hire eight teacher leaders, which is twenty five percent of our staff, for the 2016-17 school year: 2 Lead teachers, 6 Mentor/Model Teachers

Experience

Prospective teacher leaders will have taught a minimum of three years and be members of the RCSD staff for at least one year.

Application Process

Teacher leader positions will be posted internally. Interested candidates will submit the following items to the RCSD administration.

- Cover letter
- Resume
- Individual Career Plan
- Digital portfolio that includes references to how the candidate's performance demonstrates:
- Effective teaching
- Continual professional development in his/her career

Measures of Effectiveness

The following criteria will serve as the district's Teacher Leaders Measures of Effectiveness to select and evaluate teacher leaders. Candidates should demonstrate:

- Consistently uses high quality teaching techniques that support student-centered classrooms.
- Shows an advanced knowledge in integrating educational technology.
- Includes collaborative student work/ conversations
- Evidence of taking additional responsibilities

Measures of Growth

In order to demonstrate professional growth, candidates will be asked to provide evidence of:

- Education and training
- Participation in district initiatives
- Leadership
- Evidence of self reflection on instructional practices in the classroom

Continued professional growth could include work toward a master's degree; courses taken for professional development; participation in workshops, building committees, or work with colleagues; technology training; help with professional development; participation in optional in-service work; leadership in committees; leadership in student events; mentoring of new teachers; and organization or assistance with school/ community events.

Selection Process

All candidates will be selected by the spring of the previous school year in order to ensure selected candidates will be able to participate in summer workshops and trainings for the new positions. Each position will have a one-year renewable term based on positive peer results.

A list of applicants will be reviewed by administration.

Lead teachers interview process

- A team of staff and administration will conduct the interview
- Sample Questions:
- What knowledge do you have outside the area you are teaching?
- How will you work with/ collaborate with others outside your content area?
- How will you support and build the capacity of the Mentor/Model teachers so that they feel comfortable in their new role?

Mentor/ Model teachers interview process

- Candidates meets with the administration and lead teachers
- Sample Questions:
- What is your knowledge around instructional and curriculum frameworks?
- How will you balance this role with your everyday teaching?
- How will you approach a teacher who does not want to be coached?

Selection Committee

Business manager, superintendent, k-12 principal

Annual Review of Assignment

Teacher leaders' effectiveness and professional growth review, performed by the principal.

- Peer feedback on effectiveness of teachers' performance of duties specific to teachers' leadership role.
- Performance evaluation with principal, including review of measures of growth and measures of effectiveness.
- Documented compliance with job responsibilities.

Narrative

Using Part 7 application narrative from previous submission? **Yes**

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the districts current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the districts TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Current Professional Development

Currently professional development occurs each Wednesday afternoon during a one hour early out. This time period is used for meeting of professional learning communities, problem solving, and since becoming identified a SINA school, a meeting time for the SINA team to focus on strengthening the literacy program.

TLC Impact on Professional Development

Professional development time will be allocated throughout the school year to allow the lead teachers opportunities to work collaboratively with staff to implement effective research based instructional strategies. In 2016-17 the school district is adding two full professional development days (one in the fall and one in the spring) to allow the Lead Teachers and Mentor/Model teachers to model teaching strategies to the staff. In addition, the Lead Teachers will work with AEA representatives to create professional development days that will be designed to teach staff how to align their curriculum with the Iowa Core and align the curriculum K-12 to ensure that there are no gaps in our instruction.

Key Elements of Iowa Professional Development Model

- 1 District & Building-level PD Leadership Team
- The Teacher Leadership Team will be the team that will be responsible for collecting and analyzing the data.
- 2.1 Discussing Our District's Data
- 2.2 Discussing Our Building's Data
- Since we are a small school with one building, the discussion of data will occur for both the district and the building.
- Using IPDM Tool 2.2 the Teacher Leadership Team and Administration will review student data collected from district assessments to identify area's including, but not limited to
 - What areas are most difficult for our students?
 - What are the strongest skill areas for our students?
 - What are the weakest areas
 - Analyze and compare data for sub-groups
 - What supports for struggling students are present in our school
 - Why are our students referred to the office

The TLC Plan incorporates the key elements of the IPDM in that it would provide time designated for reviewing the student data from Iowa Assessments and the MAPS Assessments. One area that is in need of support in the district is time for teachers to disaggregate the data from the the standardized assessments the districts uses. We are only meeting the requirement of administering the test but little time is put in going through the data as a team and applying the data in the classroom. Time will be allocated during the school year that will allow teachers to review the data and then work on a plan to implement any applicable changes in the classroom.

Teacher Leader Roles Impact on Professional Development

Lead teachers will

- work with administration to analyze student achievement data.
- collaborate with individual PLC groups.
- share expertise in the content areas and knowledge of Iowa Core.
- consult with PD team in identifying the needs of students and district goals.
- consult with teachers on formative assessments, data progress, and district testing data.
- demonstrate effective classroom strategies.
- provide opportunities to co-teach.

Mentor/Model teachers will

- organize meetings with mentees on a regular basis.
- introduce and support effective research-based teaching strategies.
- share expertise for mentees, and peers, seeking more effective teaching techniques.
- introduce and support effective research-based teaching strategies.
- organize peer observations.
- share expertise for peers seeking more effective teaching techniques.

The Lead Teachers will be responsible for collecting and analyzing that data throughout the school year and return results to staff with recommendations for improvements to instruction and curriculum. The Lead Teachers' role in this will be to collect and organized all of the data and and facilitate the staff in going through and analyzing the data. Once

the data is analyzed, the Lead Teachers will work collaboratively with the staff to identify where the gaps are. Once the data has been analyzed and gaps identified. Lead Teachers will meet with administration to review the data and to make the recommendation that were derived by the staff to the administration. The Lead Teachers will work with administration in creating cost effective resolutions (in reference to curriculum or classroom supplies) that may be need to help address any gaps that can not be resolved by teaching techniques and strategies.

Using Part 8 application narrative from previous submission? Yes

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Determination of Impact

- Overall student achievement on Iowa Assessments will show student growth
- ACT Composite score will improve Iowa Assessment and ACT Composite scores will closed the deficit of district achievement compared to state achievement
- Graduation rate will remain at 100%
- Teacher retention will improve.

Monitor and Adjust

- If the results that we are expecting are not achieved. We will evaluate the roles of the Teacher Leaders, the TLC plan relies on the individuals in those roles to execute their roles with the utmost regard.
- The TLC is a change in the operation of our school, allocating roles and positions that a percent of our staff have openly disagreed with. Observance of subterfuge from within will be actively watched for and actively dealt with.

Evaluation & Accountability

- The primary goal of the TLC Plan is to increase student achievement. The effectiveness of the plan will be evident in the results of our Formative assessments. Student achievement for each grade will be at or above the state average in proficiency. In addition, the percent of our student meeting all four of the College Readiness Criteria on the ACT will continue to grow from the low number the district currently has to within +/- 5% points of of the state average.
- If the goals listed above are not met for 2 consecutive years, the building principal will take more direct control over the Teacher Leader roles and work directly with the teacher leader in creating and implementing a plan of resolution that will clearly address how the necessary improvements will be addressed. The plan will show improvement within 1 school year.
- If after the probationary year their is no improvement of the goals above, the teacher leader will be step down from their position and the position will be opened up to new applicants at that time and the new applicants will meet the same requirements that are listed for Teacher Leaders. To avoid interruption to the school year, this transition will not happen until the completion of the current school year.

Using Part 9 application narrative from previous submission? Yes

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the districts school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Current Capacity to Implement

Due to our district's declining enrollment we have faced tough financial decisions, avoiding overspending our budget on more than 1 occasion in the past ten years to getting our district to the point where we will have an unspent balance close to \$1 million. We have shown that we are a financially responsible district that can continue to operate and offer a quality education with less supports from the state. We have 1 1/2 administrators in the building. The K-12 principal, like all staff, wears multiple hats, including K-12 Principal, Curriculum, Technology Coordinator, Directory of Title 1, and Director of Special Education.

TLC Impact on District in the Future

The TLC grant would allow the leadership roles to be dispersed throughout the staff. The staff at RCSD are a dedicated group of individuals who put our students and student learning above all other endeavors. They are willing to sacrifice their time and money to offer opportunities for our students. The TLC plan is a step in the right direction to support our school in our work to enhance our rigorous and relevant academic setting for our group of diverse students.

Successful Implementation of a Past Initiative

A successful implementation of a past initiative would be the 1:1 technology initiative in 2011. The goal was to put a computer and iPad in every student's hand K-12. From 2009-2010, the Technology PLC met month to month to come up with criteria for hardware, software, infrastructure, student needs, teacher needs, community needs. During this time, the technology coordinator worked to build the infrastructure that would support the addition of 330 electronic devices in the building. This included stress testing the network, testing machine durability, etc.

In 2010, all teachers were purchased a Macbook laptop by the district, and through the 2010-2011 school year, professional development focused on the operation, use, and utilization of the technology for the teacher and the relative application in the classroom. About 1/3 of the staff attended the TIC (Technology in the Classroom) Conference sponsored by Keystone AEA that allowed staff to collaborate with professionals from around the state on effective technology practices in the classroom. Staff were able to sit in on breakout sessions that focused on the use of Google, Microsoft Office, general internet usage, cyber security, etc. to further enhance the technology instruction. In the fall of 2011, all staff were then presented the information that the staff who attending the TIC Conference gathered. Throughout the 2011-12 school year, professional development continued to focus on technology integration in the classroom with a focus on effective strategies that utilized and produced high levels of student success. As staff has become increasingly versed in technology implementation, the need for professional development in technology integration has become less a high priority. The TLC plan will replace the emphasis on technology implementation and change the focus to Iowa Core Implementation as it ties with the technology available in the classroom.

Insuring the Success of the Plan

The lead teacher and Mentor/Model teachers are required to possess a high level of educational technology knowledge and be highly effective in its implementation. The professional development will be designed to use the high level of knowledge that the Mentor/Model teachers already possess to model and provide training to staff on how to implement those techniques in all classroom and curricular areas.

The Lead Teachers will be responsible for planning, designing, and scheduling training in curricular, technology, and instructional areas, that is done throughout the school year and the plan will be laid out over a 2-3 year period.

The Lead Teachers will meet once a year with the Technology PLC to review the needs of the staff and district to maintain an optimal network infrastructure. Maintaining this infrastructure is crucial to a small district as it allows the opportunities for students to expand their educational opportunities while remaining enrolled in the district.

Having leadership dispersed among our small staff through Lead Teachers and Mentor/Model Teachers will allow improvement in instructional practice, student achievement, and effective collaboration through thoughtful and well-planned professional development.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district. Yes

Teacher Leader Percentage The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels. Yes

Teacher Compensation A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the districts TLC plan. Yes

Applicability the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district. Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$24,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$19,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$51,809.76
Amount used to provide professional development related to the leadership pathways.	\$9,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$103,809.76

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2014 Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number 332.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$103,809.76

Total Allocation \$103,809.76

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$103,809.76

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? Yes

Describe how the TLC budget is aligned to the school districts goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Use of TLC Funds	Amount Budgeted
Leader Teachers	\$26,000 total, \$13,000 per position-2 positions
Model/Mentor Teacher	\$39,000 total, \$ 6,500 per position-6 positions
Increase base pay of beginning teacher	\$33,809.76
Professional Development	\$2000
Sub Pay	\$3,000

Riceville Community School District's vision is to provide avenues for teachers to perfect and model their pedagogy. We believe that working with colleagues in and collaborative and challenging environment will increase student success and achievement.

Our budget is aligned with this vision and the goals for our TLC plan:

- Retain and reward effective teachers
- Promote staff collaboration
- Offer competitive salary
- Allow teachers the opportunity to collaborate and instruct
- Provide compensation for teachers in leadership roles.

The TLC Budget will bring our beginning salaries to the state minimums. The Teacher Leadership Team will receive additional pay to compensate for their additional assignments and time that they will be required to contribute are part of the TLC Plan.

Lead Teachers will work an additional 40 days. Some full days before and after the school year will be allocated for data collection, professional development planning, and Lead Teacher professional development meetings. Lead teachers will work additional time outside of the standard contract day covered by TLC pay to have prep time for their own classrooms, this is necessary due to that Lead Teachers will use their scheduled prep times during the school for PROT with school staff. Their responsibilities include:

- Oversee Mentor/Model-Mentee teacher assignment and make sure those teachers are attending AEA workshops, including new teacher orientation, and collaboration with the mentor and model teachers.
- Spend additional time working on and designing Professional Development for the district.
- Evaluate the progress to date and make needed adjustments for the remaining year.
- Act as a consultant in areas of curriculum.
- Research best practices and pedagogy with classroom teachers to make recommendations for curricular changes and improvements.
- Actively consult with administration in the development of PD in response to teacher, classroom, & district needs.
- Coordinate, schedule, and plan PLC's meetings.
- Identify curriculum needs.

Model/Mentor Teachers will work an additional 20 days. Some full days before and after the school year will be allocated for data collection, professional development planning, and Teacher Leadership Team professional development meetings. Model/Mentor Teachers will work additional time outside of the standard contract day covered by TLC pay to have prep time for their own classrooms, this is necessary due to that Model/Mentor Teachers will use their scheduled prep times during the school day for PROT with school staff and will use this time to observe mentee teachers. Their responsibilities include:

- Arrange peer observations for mentee's, 1 per Trimester.
- Serve on one or more PLC's.
- Go through the mentoring training offered by Keystone AEA.
- Initiate PROT- Peer Review of Training
- Spend additional time working on developing Professional Development with the Lead Teacher.
- Act as a consultant in areas of curriculum.
- Will research best practices and pedagogy with classroom teachers to make recommendations for curricular changes and improvements.

The money allocated to increase beginning teacher pay to the state minimums varies depending on the teacher's years teaching and years in the district. The district will allocate between \$2500 and \$8000 to supplement their salaries to reach the state minimum salary.

Professional development will be provided to the Teacher Leadership Team. The Teacher Leadership Team will attend the Jim Knight Instructional Coaching provided by Keystone AEA and Building Leadership Trainings provided by Keystone AEA. This will be paid for by TLC for professional development.

Sub pay will be used to allow the Teacher Leadership Team to work collaboratively during the school day. Subs will be paid with TLC Money to allow the Teacher Leadership Team to work on collecting and analyzing student assessment data and conducting peer observations in the classroom during the school day. Sub pay will be used to provide Model/Mentor Teachers time during the school day to observe mentee teachers, co-teaching, and model teaching throughout the school year.